



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Penygloddfa C.P. School**

**School Lane  
Newtown  
Powys  
SY16 2DF**

**Date of inspection: November 2024**

**by**

**Estyn, His Majesty's Inspectorate for Education  
and Training in Wales**

**This report is also available in Welsh.**

## About Penygloddfa C.P. School

Name of provider	Penygloddfa C.P. School
Local authority	Powys County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	272
Pupils of statutory school age	238
Number in nursery classes	0
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	14.7%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	9.7%
Percentage of pupils who speak Welsh at home	9.7%
Percentage of pupils with English as an additional language	3.4%
Date of headteacher appointment	01/04/2024
Date of previous Estyn inspection (if applicable)	06/06/2017
Start date of inspection	11/11/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Summary

Leaders have a clear and shared vision for school improvement. They work effectively with staff and governors to place the well-being and happiness of pupils at the heart of their work. Over time, they have developed a broad and stimulating curriculum centred around the culture and heritage of Wales.

Staff provide a nurturing environment in which nearly all pupils feel safe and listened to. They form warm, trusting working relationships with pupils and have high expectations for their behaviour.

Teachers plan effectively to ensure that most pupils, including those with additional learning needs (ALN) and those from low-income households, make good progress in their learning. The school supports pupils well to develop as musicians, and as a result many pupils enjoy opportunities to practise and refine their musical skills.

The school's provision for pupils with ALN is a strength. Staff consider the needs of pupils carefully and make any necessary changes to classrooms and learning areas to ensure that the needs of all pupils are met.

The school has embedded a successful approach to teaching and learning the Welsh language. As a result, most pupils make exceptional progress in developing their Welsh oracy skills.

Teachers use feedback effectively to support pupils to improve their work during lessons. They provide a wide range of opportunities for pupils to apply the skills they acquire to their work across the curriculum. However, they do not support pupils suitably to apply their skills at a high enough level or to develop as effective independent learners.

## Recommendations

We have made one recommendation to help the school continue to improve:

- R1 Ensure that teachers provide purposeful opportunities for younger pupils to develop their independent learning skills and for older pupils to apply their literacy and numeracy skills at a suitably challenging level

## What happens next

The school will draw up an action plan to address the recommendations from the inspection.

## Main evaluation

The headteacher has established a whole school team with a clear, strategic vision robustly focussed on inclusion, learning and well-being. Leaders address national priorities such as ALN reform and the development of the Welsh language purposefully. They support staff to develop as effective leaders through successful professional learning opportunities. Staff engage in a wide range of meaningful enquiry-based projects, closely linked to the school's improvement priorities.

### Spotlight: Meeting the needs of pupils with ALN

The school has used professional learning opportunities well to support ALN reform. Staff have engaged in research and development to refine their approach to meeting the individual needs of pupils robustly. Staff maintain strong communication with parents about their child's progress and together with successful partnership working with external agencies the school ensure that pupils' needs are identified promptly and that they receive effective individual support.

Staff develop beneficial and positive working relationships with pupils. Pupils are confident that staff will listen to their views, opinions and concerns and that these will be responded to appropriately. Across the school, staff have high expectations for pupils' behaviour, encouraging respect and collaboration. Pupils have a good understanding of the school's values and behave well during learning and play.

Pupils play a suitable role in determining what and how they learn. They know that staff will listen carefully to their suggestions and use their ideas when planning learning experiences. Over time, foundation staff have created a varied and stimulating learning environment that enables pupils to develop their ideas and understanding across the curriculum. However, opportunities for younger pupils to develop their independence and improve their problem-solving skills are limited.

Staff collaborate well, combining the knowledge and experience gleaned through professional learning to create a broad, balanced and holistic curriculum. Pupils develop and apply their understanding of spiritual, moral and cultural awareness regularly through a range of engaging topics. The school supports pupils to develop their awareness and understanding of identity, rights and advocacy well. Provision for the development of expressive arts is well embedded. For example, most pupils, including those with ALN and those who are affected by socio-economic disadvantage, have opportunities to learn to play a musical instrument. Pupils enjoy performing as members of the school's successful brass group.

Nearly all teachers use effective questioning to extend pupils' ideas and understanding. Lessons move at a suitable pace and teachers draw upon a range of assessment information to ensure that they adapt pupils' learning appropriately to meet their individual needs. The school has developed and refined its approach to providing pupils with effective feedback during lessons and pupils respond purposefully to the verbal feedback they receive to make timely improvements to their work. Teaching staff and teaching assistants collaborate well to ensure that pupils make good progress in developing their language skills and mathematical knowledge and understanding over time.

Most pupils develop strong speaking and listening skills and can discuss and explain their learning with confidence. They develop a love of reading from an early age. As they move through the school, most pupils develop fluency and demonstrate a secure understanding of the texts they read. They begin to widen their reading choices according to their own interests and by the time they reach Year 6, many pupils confidently articulate their knowledge of the books and authors they enjoy. Younger pupils develop their early writing skills effectively. They sequence and order events correctly when writing simple sentences. Most older pupils engage positively in written activities and collaborate well to develop their ideas in their written work.

Younger pupils develop a sound knowledge of mathematical concepts, and apply numeracy skills well, for example when using scales to balance the weight of their playdough hedgehog models. As they progress, most pupils extend the application of numeracy skills well, for example by calculating profit and loss when undertaking entrepreneurial activities. Teachers plan useful opportunities for pupils to develop their digital skills. Most pupils use technology competently for a range of purposes including recording their own voice to import into a musical project. However, teachers do not always provide opportunities for older pupils to apply their literacy and numeracy skills at a challenging enough level in their work across the curriculum.

**Spotlight: Developing pupils' knowledge of the culture and language of Wales**

Across the school, staff are committed to ensuring that the heritage, culture and language of Wales permeate the curriculum. Nearly all staff model the use of the Welsh language effectively and pupils benefit from an extensive range of opportunities to use and apply Welsh both in the classroom and on the playground. The school's 'Cryw Cymraeg' hold weekly assemblies in which they celebrate Wales's language and culture. They introduce Welsh games and recognise pupils' attempts to master the language. The school makes the most of opportunities to take part in the National Eisteddfod, competing regularly and successfully. As a result, pupils make excellent progress in developing their Welsh language skills.

The headteacher works with staff effectively to build positive relationships across the school and wider community. School music groups perform within the local community and pupils work well with local charities to provide support for families in need. The school 'Wellbeing Warriors' deliver Christmas cards, presents and mince pies to local houses and they have successfully applied for grants to further support the school. The 'Friends of Penygloddfa School' parent group actively supports the school.

The school's governing body is fully involved in the work of the school. Governors make regular visits to join staff in undertaking monitoring activities. This work supports their understanding of the school's progress towards improvement priorities well. Governors work closely with the headteacher to manage school resources efficiently. They use grant funding effectively to ensure that pupils from low-income households have full access to the school's curriculum.

## **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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**This document has been translated by Trosol (English to Welsh).**